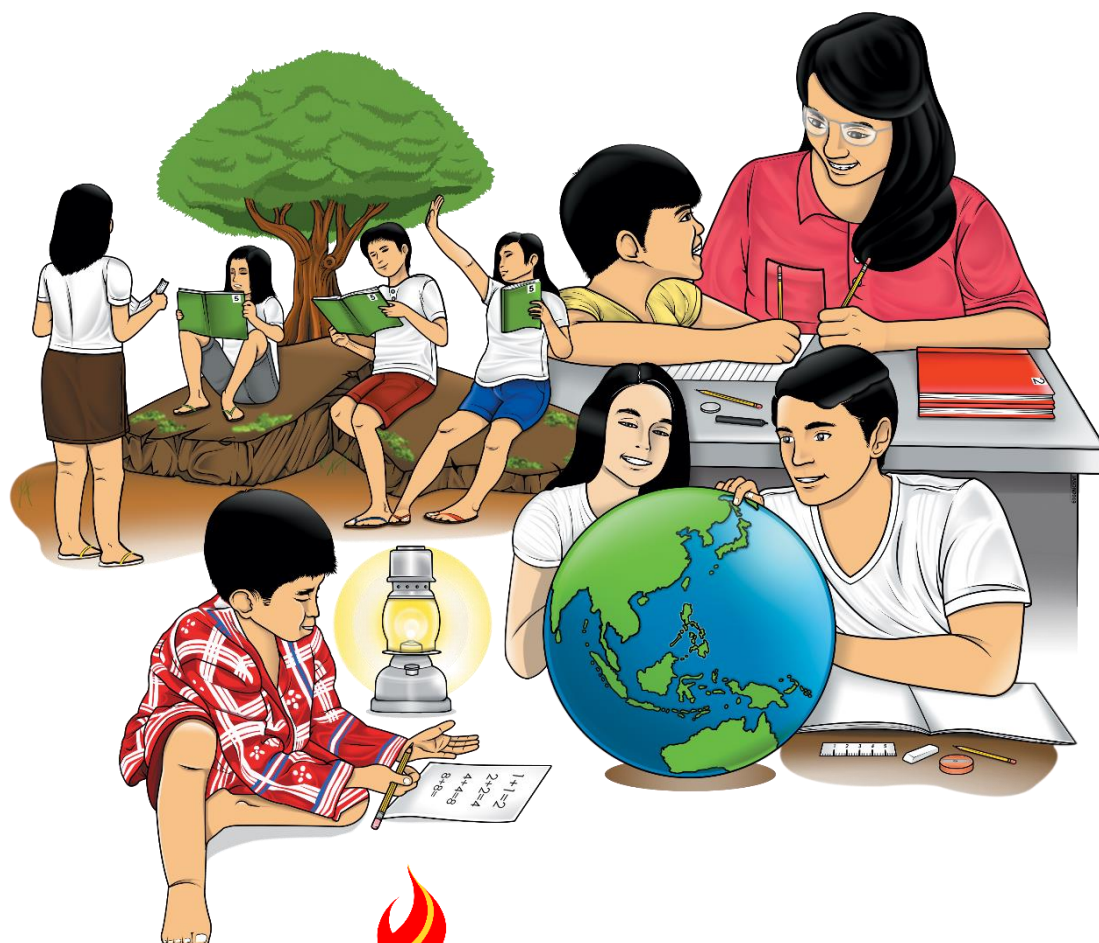


Oral Communication in Context

Quarter 1 – Module 5: Types of Speech Context



Oral Communication in Context
Alternative Delivery Mode
Quarter 1 – Module 5: Types of Speech Context
First Edition, 2020

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Oral Communication in Context

Quarter 1 – Module 5: Types of Speech Context

Introductory Message

For the facilitator:

Welcome to Oral Communication in Context Grade11/12 Alternative Delivery Mode (ADM) lesson on the Types of Speech Context!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to Oral Communication in Context Grade11/12 Alternative Delivery Mode (ADM) lesson on the Types of Speech Context!

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in, to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Do not forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the directions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Types of Speech Context. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with your needs.

The module consists of one lesson, namely:

- **Types of Speech Context**

After going through this module, you are expected to:

1. define speech context;
2. identify the various types of speech context in different situations; and
3. employ appropriate verbal and non-verbal behavior in different speech context.



1. What type of speech context happens when two persons interact?
A. Dyad
B. Mass Communication
C. Public Communication
D. Small Group
2. What type of speech context refers to communication that focuses on one person, in which the speaker acts as both the sender and receiver of the message?
A. Interpersonal
B. Intrapersonal
C. Mass Communication
D. Public Communication
3. What type of speech context refers to the process of imparting information through television, radio, newspaper, magazines, books, billboards, internet and other types of media?
A. Interpersonal
B. Intrapersonal
C. Mass Communication
D. Public Communication
4. Which of these types of speech context takes place between and among people and establishes personal relationship between and among them?
A. Interpersonal
B. Intrapersonal
C. Mass Communication
D. Public Communication
5. Which type of INTERPERSONAL context involves at least three but not more than twelve people engaging in a face-to-face interaction?
A. Dyad Communication
B. Sharing Group Communication
C. Small Group Communication
D. Team Communication
6. What type of speech context requires you to deliver or send the message before or in front of a group?
A. Interpersonal
B. Intrapersonal
C. Mass Communication
D. Public Communication
7. Which of the following is **NOT** a speech context?
A. Dyad Communication
B. Intrapersonal Communication
C. Long Story Communication
D. Mass Communication
8. Who is/are involved in an intrapersonal communication?
A. a small group
B. only one speaker
C. a speaker and an audience
D. two speakers

9. Which of the following refers to the number of communicators and the setting in which the communication process takes place?

- | | |
|--------------------|-------------------------|
| A. Speech delivery | C. Speech defect |
| B. Speech context | D. Speech communication |

10. You spent the night reminiscing your happy moments with someone you are interested in and suddenly realized that you must prioritize your studies. What type of speech context is evident in the situation?

- | | |
|-------------------------|--------------------------------|
| A. Public communication | C. Interpersonal communication |
| B. Mass communication | D. Intrapersonal Communication |

For numbers 11-15:

Directions: Tell whether the given statement is **True** or **False**.

11. Speech Context refers to the number of communicators and the setting in which the communication process takes place.
12. In dyad and small group communication, you have to listen carefully and understand what the other person is saying. Asking clarifying questions will let the other person know that you are indeed listening attentively.
13. Cheering yourself up before an important event or talking to yourself while completing a task are examples of interpersonal communication.
14. To become a good communicator, you should at least know how to behave and respond to various speech contexts.
15. Providing comfort to a friend who is feeling down, or simply talking with your classmates about your plans for a group activity is an example of a dyad and small group communication.

Lesson

1

Types of Speech Context

There is never a day that you do not communicate. It could be a group discussion, Facebook status update, dinner conversation with someone you are interested in, or small talk with a family member. In this case, it is necessary for you to understand the concept of speaking in a variety of communication situation and the number of people you are communicating with.

Since you have already learned the various components of communication in the previous modules, this time you are going to look at speech context and find out how to act appropriately in the different communication situations.



What's In

In the previous lesson, you were able to determine the verbal and non-verbal cues that the speaker uses in order to achieve his/her purpose. You were given different activities that helped you to fully understand the functions of communication (*i.e. control, social interaction, motivation, emotional expression and information dissemination*).

You have now realized that your ability to communicate affects your relationship with the people around you. To further strengthen this insight, the tasks in this module will let you discover the meaning and types of speech context, and apply appropriate verbal and non-verbal behavior in different speech situations.

Note to the Teacher

This module comprises seven (7) parts with series of self-paced activities that will help your students achieve the objectives of this lesson. As the subject teacher, your guidance and support are very important to help your student finish the entire lesson. Happy Teaching!



What's New

Speech Context

Context when referring to speech communication is the surroundings, circumstances, environment, background or setting that determine, specify, or clarify the meaning of an event. (*LumenLearning.com/Elements of Communication*).

According to DeVito (2005), "Context refers to the setting in which the communication takes place. Context helps to establish meaning and can influence what is said and how it is said."

Read and carefully evaluate the statements written inside the circle, then select from the given communication contexts what you think matches the phrase. Choose the letter of the correct answer.

5. Articulating your stand on a pressing issue in the editorial page

1. Consoling a friend who is feeling down

2. Cheering yourself up before an important event

3. Delivering your graduation speech to your fellow graduates

4. Discussing with your groupmates your assigned report

A. Communication in Public
B. Communication with Self
C. Communication between two persons
D. Mass Communication
E. Communication in a small group



What is It

Speech Context is important because it helps you communicate appropriately, understand the meaning of any message conveyed, and respond accordingly. In order for you to have a clear grasp of what Speech Context is, its types are discussed below.

Types of Speech Context

1. Intrapersonal – This refers to a type of communication that is focused on one person, where the speaker acts both as the sender and as the receiver of the message. The message is made up of thoughts and feelings while the medium is the brain that processes what you think and feel. (Hybels & Weaver, 2012, p 16)

Examples:

- There is a voice within you that tells you, “It’s okay, you can still do it! You can make it!” when you are losing your drive to finish the task that you are doing.
- When you told yourself not to talk to your friends when you have read in a Facebook post that they were in a party and you were not invited.

2. Interpersonal – This refers to the type of communication that takes place between and among people and creates a personal relationship between and among them. Normally, it includes two individuals, and it can vary from casual and very personal to formal and impersonal.

Types of Interpersonal Communication

Dyad Communication – communication that happens between two people.

Examples:

- You consoled your brother who was feeling down.
- A conversation between your father and mother about the latest announcement of your Barangay Chairman.

Small Group– This applies to interactions involving at least three but not more than twelve people engaged in face-to-face interactions to achieve the desired goal. In this type of conversation, all participants can freely express their ideas throughout the discussion.

Examples:

- You are having a discussion with your two brothers about the surprise party you are planning for your Mom's birthday.
- Kathlyn who came back from the United States called her three brothers and four sisters and announced that she is getting married.

3. **Public**– This type refers to a communication that enables you to send or deliver a message before a crowd. The message can be transmitted for informative or persuasive purposes. "In public communication, unlike interpersonal and small groups, the channels are more exaggerated. The voice is louder and the gestures are more expansive because the audience is larger" (Hybels & Weaver, 2012, p 19).

Examples:

- Delivering a graduation speech to your fellow graduates.
- You were elected as the new SSG president of your school and were given a chance to deliver a message of gratitude to your fellow students.

4. **Mass Communication** – This refers to communication through television, radio, newspapers, magazines, books, billboards, the internet, and other types of media.

Examples:

- You are watching a televised briefing of IATF on COVID-19.
- You have recorded a commentary for your school's Online Discussion of the pandemic and uploaded it in your social media account.

Verbal and Non-verbal Behavior in a Speech Context

Different speech context whether it is intrapersonal, interpersonal, public or mass communication requires different approaches. Though there might be some occasional similarities, you should at least know how to behave and respond to various speech contexts appropriately.

When talking to your self

You might be familiar with the feeling of quietly talking to yourself in your mind, and it's normal — and good for you. By performing this, it makes you think and reflect on the things you have done or are planning to do. But here are some important reminders that you need to keep in mind:

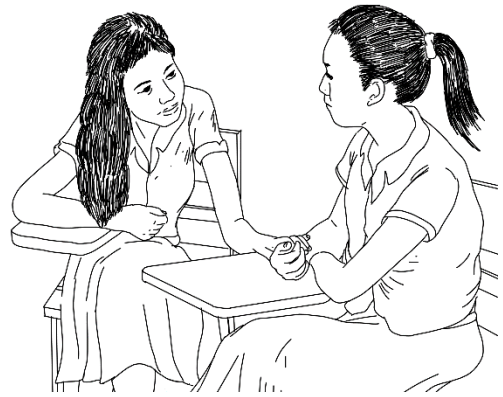
1. **Use self-talk to your advantage:** Cheering yourself up before an important event or talking to yourself while completing a task are two perfect opportunities for self-talk (Gould, 2018, *Talking to yourself is normal*, n.d.).
2. **Don't overdo it.** While it is normal to talk to yourself constantly, it is better not to overuse yourself of doing so. The most common reason why people end up talking to themselves is because they feel like they do not have someone else to talk to. To address this, you need to be more sociable, it would give you more people to talk to other than yourself.



When talking to one person or a small group of people

Consoling your friend who is feeling down, or simply talking with your classmates about your plans for a group activity is an example of a dyad and small group communication. This kind of communication implies that the conversation is being shared and there is exchange of ideas. Small group involves different skills because unlike dyad, it consists of more than two people. In both cases, you can be as natural as yourself, however, unlike a running conversation in your head, you have to consider that there are others who are equally important in the conversation. Thus, to achieve successful communication in a dyad or small group, you have to consider the following;

1. **Listen carefully** - Needless to say, this is the very basic foundation of effective communication. You have to listen carefully and understand what the other person is saying. Asking clarifying questions lets the other person know that you are indeed listening attentively. More so, take active part. You also need to be heard and understood when it is your time to speak.



2. **Check your tone and body language.** The vocabulary of the body is more revealing than the actual words you speak. So, watch your tone and body language while you are talking. Is your tone tough? Do you smile and encourage the person you are talking to? Your body language tells more about your emotions and thoughts than your actual words. Bear this in mind the next time you have a conversation with someone. Check your body language to ensure that it is consistent with your words (Oakes, 2017).

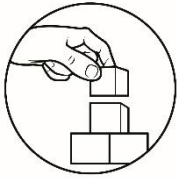


3. **When talking to the public**

Speaking in front of the crowd requires many preparations; from analyzing your target audience, to planning and drafting your speech up to the rehearsing part. The key therefore is to come prepared. Be yourself while you are on stage and speak in the way that you will be easily understood by your audience.

You will know more about this in the succeeding modules about the “Principles of Speech Delivery”.





What's More

Crossword Puzzle

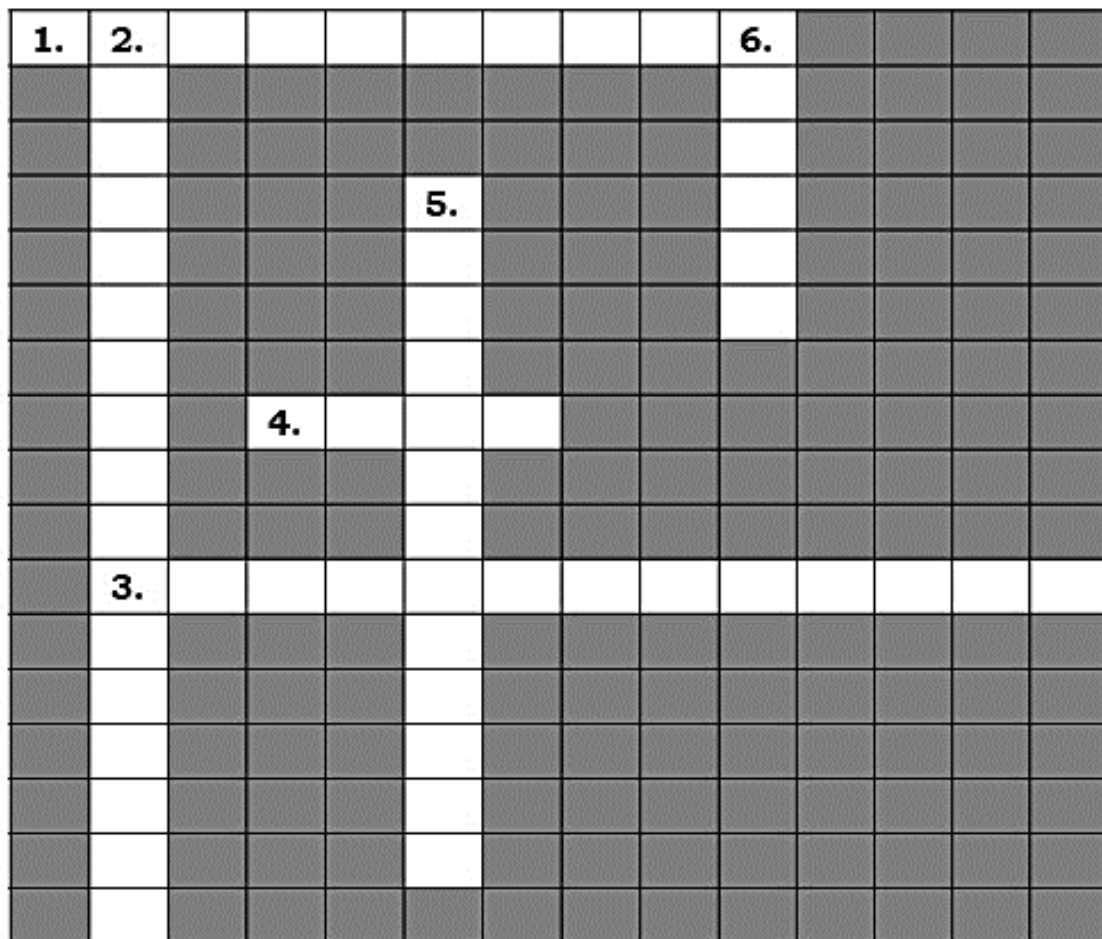
Complete the puzzle below by identifying the four (4) types of Speech Context and the two (2) types of Interpersonal Communication evident in the presented situations.

ACROSS:

1. Four students are discussing their thesis proposal.
3. Miggy requested his brother Mikko to help him on his task.
6. The city mayor delivered a speech for his townsfolk.

DOWN:

2. Webinars for teachers are conducted via Facebook live.
4. The principal interviews a teacher-applicant.
5. Emman talks to himself in front of the mirror.





What I Have Learned

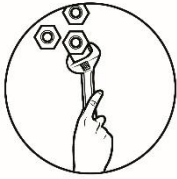
1. Based on what you have learned from the previous activities, define speech context in your own words.

2. As a senior high school student, what do you think is the advantage of having good communication skills in a variety of contexts? Do you think it will help you improve your personality? Why or Why not?

3. Do you agree with this statement: Speech context can influence one's behavior? Why/Why not?

4. Which of the types of speech contexts do you find easy to practice? Which ones do you find difficult?

5. What should you do to improve your skills?



What I Can Do

Using the graphic organizer below, describe each type of speech context and give three (3) examples for each. For the description, refer to the following rubric for evaluating the answer in description.

Type	Description	Example
Intrapersonal Communication		1. 2. 3.
Interpersonal Communication		1. 2. 3.
Public Communication		1. 2. 3.
Mass Communication		1. 2. 3.

Rubric in evaluating the answer in description:

CRITERIA	Points				SCORE
Completeness <i>(Did your answer directly describe the type of speech context?)</i>	5 points (Excellent)	3 points (Very Good)	2 points (Good)	1 point (Needs improvement)	
Knowledge <i>(Did your answer clearly show you have read and understand the lesson content by correctly defining the key term?)</i>	5 points (Excellent)	3 points (Very Good)	2 points (Good)	1 point (Needs improvement)	
Writing Skills <i>(Did you write clearly in complete sentence with minimal errors in grammar and spelling?)</i>	5 points (Excellent)	3 points (Very Good)	2 points (Good)	1 point (Needs improvements)	

Adapted from:

http://qm.riosalado.edu/resources/SyllabusDB/SocialSciences/Rubric_Short_Answer.pdf



Assessment

Directions: Choose the letter of the correct answer. Write your answers on a separate sheet of paper.

1. Which of the following is **NOT** a speech context?
 - A. Intrapersonal Communication
 - B. Dyad Communication
 - C. Long Distance Communication
 - D. Public Communication
2. Which one of the following is **NOT** an example of intrapersonal communication?
 - A. sending a text message to a friend
 - B. talking to yourself
 - C. writing a note to yourself
 - D. thinking about a problem
3. Which of these is an example of Dyadic Communication?
 - A. two brothers arguing
 - B. a coach and a player discussing last week's game
 - C. a husband and wife making plans for the summer vacation
 - D. all of these are correct
4. Why do you think group communication involves a different set of skills than interpersonal communication? It is because _____
 - A. in a group, one sender has many different receivers to take into account.
 - B. in a group, one receiver has many different senders to take into account.
 - C. group, by definition, consists more than two people.
 - D. group communication is more important than interpersonal communication
5. Which of the following is **NOT** true about speech context?
 - A. In public communication, unlike in interpersonal and small group, the channels are more exaggerated. The voice is louder and the gestures are more expansive because the audience is bigger.
 - B. The most common reason why people end up talking to themselves is because they feel like they do not have someone else to talk to.
 - C. Different speech context whether it is intrapersonal, interpersonal, public or mass communication require different behavior. However, there might be some occasional similarities.
 - D. In interpersonal communication, asking clarifying questions lets the other person know that you are not listening attentively.

For numbers 6-10:

Directions: Identify the type of speech context evident in the following situations.

6. You provided reassuring and comforting words to a friend who was feeling down.
A. Dyad Communication
B. Public Communication
C. Mass Communication
D. Interpersonal Communication
7. You are having a discussion with your group mates on how to finish the assigned task.
A. Public Communication
B. Small group communication
C. Dyad Communication
D. Interpersonal Communication
8. Karen thinks about the things she did the whole day and writes them in her journal.
A. Intrapersonal
B. Dyad
C. Mass Communication
D. Small Group
9. The TV news anchor is giving the latest news update.
A. Public communication
B. Mass communication
C. Interpersonal Communication
D. Intrapersonal Communication
10. Group 5 discussed the effects of social media on communication skills.
A. Intrapersonal communication
B. Interpersonal communication
C. Mass Communication
D. Public Communication

For numbers 11-15

Directions: Tell whether the given statement is **True** or **False**.

11. In intrapersonal communication, the message is made up of your thoughts and feelings.
12. In small group communication, all participants can freely share ideas in a loose and open discussion.
13. Participating in the declamation, oration, debate or story telling activity is an example of small group communication.
14. To become an effective public speaker, you have to be yourself while you are on stage and speak in the way that you will easily be understood by your audience.
15. Just like in small group communication, the channel in public communication should not be exaggerated.



Additional Activities

Try to recall what you did and how you felt when you experienced any of these situations; (your best friend confided a secret to you; you delivered a speech in front of your classmates as a subject requirement; you talked to yourself about the things you did and what you were supposed to do instead).

What can you say about your experience? What did you learn from it? If you have a second chance, how will you deal with the situations? What examples of verbal and non-verbal responses will you use? Write your answer in a separate sheet of paper.

Rubric in evaluating the essay

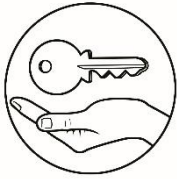
Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as guide in writing your essay and check it again before submitting your final output.

Criteria	5	3	2	1
Focus and Details	There is one clear, focused topic. Main idea is clear and well supported by detailed and accurate information.	There is one clear, well focused topic. Main idea is clear but not well supported by detailed information.	Main idea is somewhat clear.	The topic and main idea are not clear.
Organization	The introduction states the main topic, and provides an overview of the essay. Information is relevant and presented in a logical order. The conclusion is good.	The introduction states the main topic and provides an overview of the essay. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Word Choice	It uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	It uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	It uses words that communicate clearly, but the writing lacks variety.	It uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence structure, grammar and mechanics	All sentences are well constructed and have varied structure and length. There are	Most sentences are well constructed and have varied structure and	Most sentences are well constructed, but they have a similar	Sentences sound awkward, are distractingly repetitive, or

	no errors in grammar, mechanics, and/or spelling.	length. There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	structure and/or length. There are several errors in grammar, mechanics, and/or spelling that interfere with understanding	are difficult to understand. There are numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
--	---	--	--	--

Adapted from:

<http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>



Answer Key

Assessment

1. C
2. A
3. D
4. C
5. D
6. A
7. B
8. A
9. B
10. B
11. TRUE
12. TRUE
13. FALSE
14. TRUE
15. FALSE

What's More

1. Small group
2. Mass
communication
3. Interpersonal
4. Dyad
5. Intrapersonal
6. Public

What's New

1. C
2. B
3. A
4. E
5. D

What I Know

1. A
2. B
3. C
4. A
5. C
6. D
7. C
8. B
9. B
10. D
11. TRUE
12. TRUE
13. FALSE
14. TRUE
15. TRUE

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